



# *Colorado Commission on Higher Education*

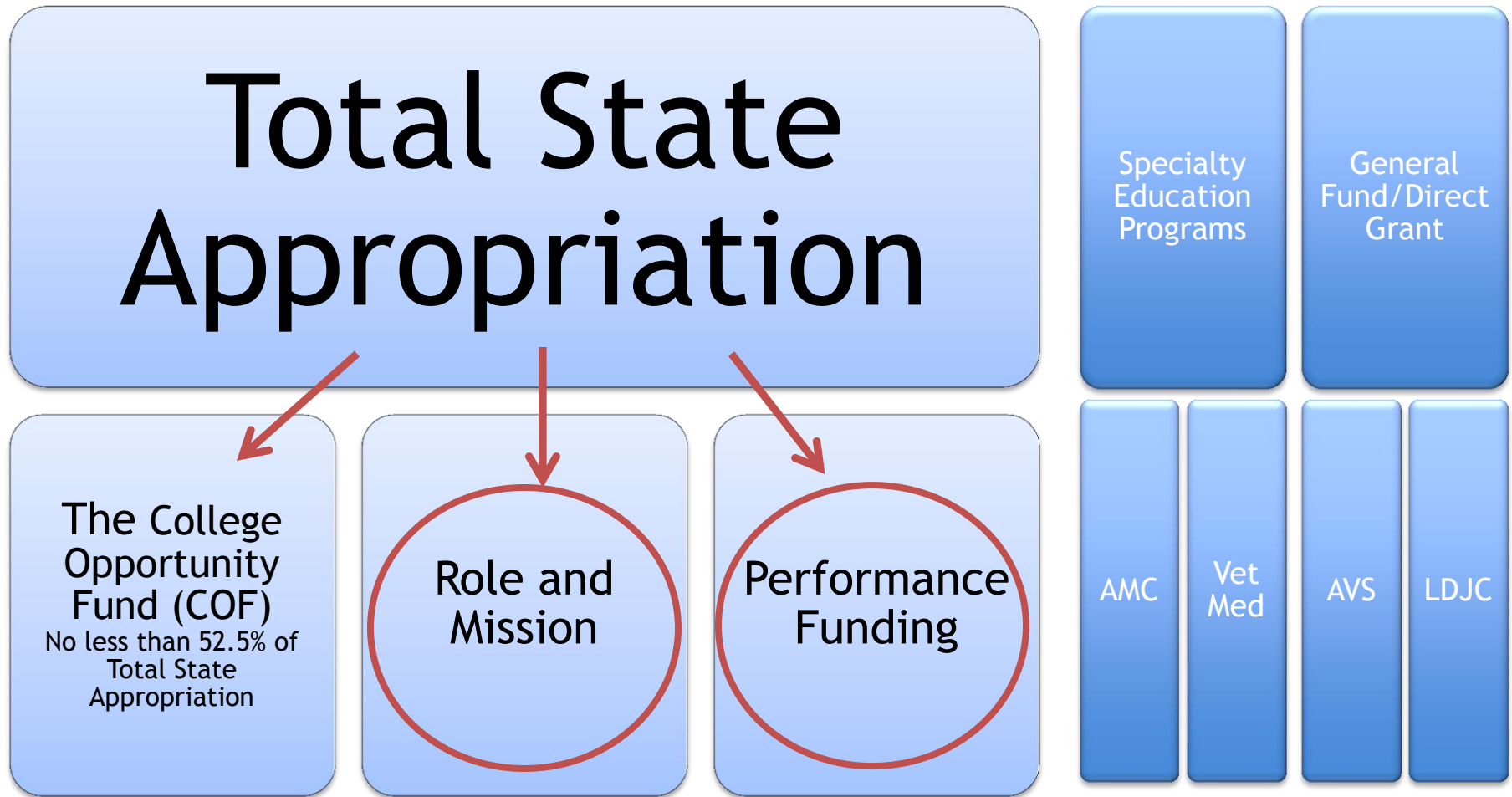
*EAG Recommendations: Data Definitions and Data Sources*

October 2, 2014



**COLORADO**  
Department of  
Higher Education

# *HB 14-1319: Funding Components*



# **ROLE AND MISSION** **INSTITUTIONAL MISSION**

## **LEGISLATIVE DIRECTIVE: Section 1, Page 5, 23-18-303(3)(a)**

*Role and Mission funding must include an amount for each Governing Board to offset the costs incurred in providing undergraduate programs at each institution. In establishing the components of this factor, the Commission shall include, at a minimum:*

- The selectivity of the institution;
- The number of campuses of the institution;
- The rural or urban location of the institution;
- Low student enrollment at an institution or campus of an institution that affects the ability of the institution or campus to meet operational costs;
- Undergraduate or certificate programs that have a high cost per student; and,
- Whether the institution conducts research.



# Role and Mission:

## *The Selectivity of the Institution*

### Definition

- **Admissions Factors:** Use the median of the following admissions factors to create a weighted proxy index:

- Entering ACT/SAT scores
- High School GPA

The high school GPA factors will be weighted at 10 times the ACT/SAT composite score.

### Data Source

- Student Unit Record Data System (SURDS)

IHE	Index Score*	Statutory Category
Colorado School of Mines	68.8	Highly Selective
University of Colorado Boulder	63.5	Selective
Colorado State University-Fort Collins	61.2	Selective
University of Colorado Denver	57.6	Selective
University of Colorado-Colorado Springs	56.7	Selective
University of Northern Colorado	55.1	Selective
Fort Lewis College	55	Selective
Colorado Mesa University	54.8	Selective
Western State College of Colorado	53.9	Moderately Selective
Colorado State University-Pueblo	51.5	Moderately Selective
Adams State College	51	Moderately Selective
Metropolitan State College of Denver	49.6	Modified Open

\*Index Score is the 3-year average of  $10(\text{Median HSGPA}) + \text{Median ACT}$

# Role and Mission:

## Number of Campuses of the Institution

### Definition

- **Higher Learning Commission (HLC) definition**
- The HLC identifies a location of an institution to be independent of the main campus if the location has all of the following four attributes:
  - Is permanent in nature;
  - Offers courses in education programs leading to a degree, certificate, or other recognized educational credential;
  - Has its own faculty and administrative or supervisory organization; and,
  - Has its own budgetary and hiring authority.
- The term branch campus is “a location of an institution that is geographically apart and independent of the main campus of the institution”.
- (HLC relies on the definition of campus per the Federal Higher Education Authorization Act)

### Data Source

- Higher Learning Commission

Institution Name	Total Campus
Adams State U.	1
Arapahoe Comm. College	1
Colorado Mesa University	3
CO Northwestern Community College	2
CO School of Mines	1
Colorado State U. - Fort Collins	1
Colorado State U. - Pueblo	1
Comm. College of Aurora	1
Comm. College of Denver	1
Fort Lewis College	1
Front Range Community College	3
Lamar Community College	1
Metropolitan State University of Denver	1
Morgan Comm. College	1
Northeastern Junior College	1
Otero Junior College	1
Pikes Peak Community College	1
Pueblo Community College	4
Red Rocks Comm. College	2
Trinidad St. Junior College	2
University of CO - Boulder	1
University of CO - Colorado Springs	1
University of CO - Denver	2
University of Northern CO	1
Western State CO U.	1

# Role and Mission:

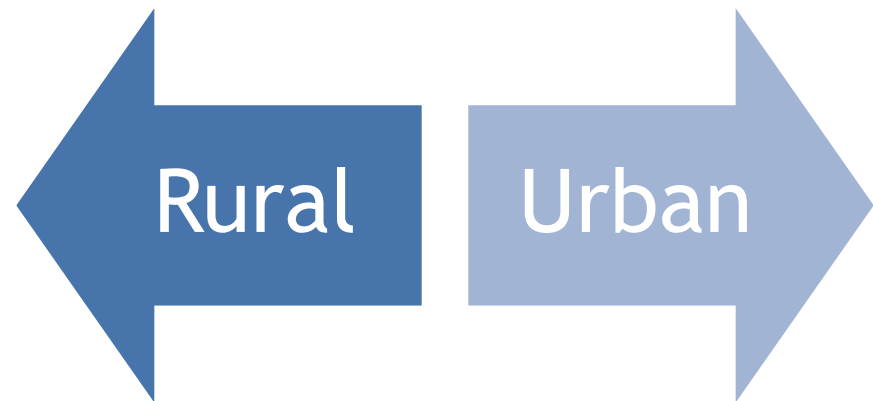
## *Rural or Urban Location of the Institution*

### Definition

- **Population of Home County Counts:** Level of gradation by using the population of home county counts.

### Data Source

- U.S. Census Bureau



# Role and Mission:

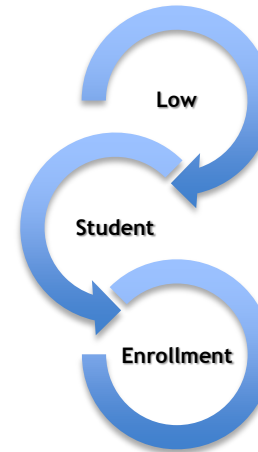
*Low Student Enrollment, affecting the ability of the institution or campus to meet operational costs.*

## Definition

- **Capture the actual enrollment of institutions and campuses.**

## Data Source

- **SURDS/Finance Data**



The EAG agreed to allow the FAMET the ability to re-examine this metric once the model is further developed to explore how this variable could be used to balance disproportionate outcomes.

# Role and Mission:

## Undergraduate Programs with a High Cost Per Student

### Definition

- **NCHEMS High Cost Index Model:**  
An index score created by weighted undergraduate FTE divided by the un-weighted undergraduate FTE.

This model was created through a multi-state analysis, conducted by NCHEMS, to identify a common chart of high cost programs by discipline.

### Data Source

- NCHEMS, SURDS, other state studies

COMMUNITY COLLEGES AND STATE COLLEGE

Discipline Clusters	Lower Division	Upper Division	Masters	Doctoral
<b>Liberal Arts, Math, Social Science, Languages, Other</b>	<b>1.0</b>	<b>2.0</b>	<b>4.0</b>	<b>5.0</b>
05. Area, Ethnic, Cultural & Gender Studies	1.0	2.0	4.0	5.0
09. Communication, Journalism and related programs	1.0	2.0	4.0	5.0
16. Foreign Languages, Literature and Linguistics	1.0	2.0	4.0	5.0
19. Family and Consumer Sciences/Human Sciences	1.0	2.0	4.0	5.0
23. English Language & Literature/Letters	1.0	2.0	4.0	5.0
24. Liberal Arts & Sciences, General Studies and Humanities	1.0	2.0	4.0	5.0
25. Library Science	1.0	2.0	4.0	5.0
27. Mathematics & Statistics	1.0	2.0	4.0	5.0
28. Reserve Officer Training Corps	1.0	2.0	4.0	5.0
29. Military Technologies	1.0	2.0	4.0	5.0
30. Multi/Interdisciplinary Studies	1.0	2.0	4.0	5.0
38. Philosophy & Religious Studies	1.0	2.0	4.0	5.0
42. Psychology and Applied Psychology	1.0	2.0	4.0	5.0
45. Social Sciences	1.0	2.0	4.0	5.0
54. History	1.0	2.0	4.0	5.0
99. Honors Curriculum and Other	1.0	2.0	4.0	5.0

Source: Nevada System of Higher Education



# Role and Mission:

*Whether the Institution Conducts Research*

## Definition

- **“Research-ness” Score:** Research dollars, divided by an institutions research score, divided by full-time faculty (tenured and tenured track).

## Data Source

- IPEDS

Research dollars/  
an institutions  
research  
score/full-time  
faculty (tenured  
and tenured track)



Research

# Role and Mission:

*Pell-Eligible, First Generation, and Underserved Undergraduate Students...funding must never be less than 10% of the College Opportunity Fund*

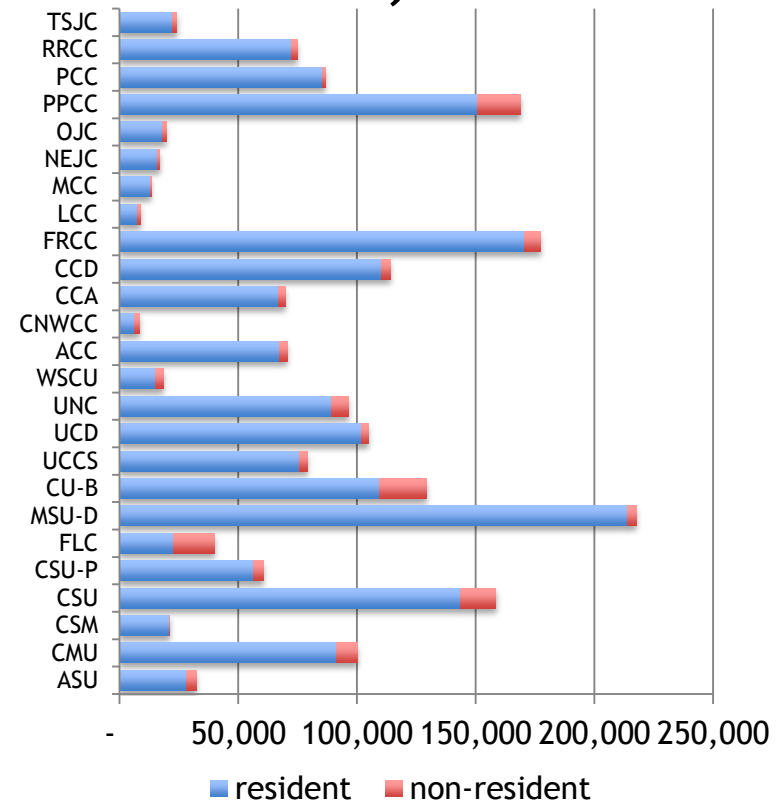
## Definition

- **Use Pell-Eligible as the metric:**  
Number of undergraduate students eligible for Pell at any time during the year.

## Data Source

- SURDS

## Pell Eligible Credit Hours, 2013



# **ROLE AND MISSION** **GRADUATE PROGRAMS**

## **LEGISLATIVE DIRECTIVE: Section 1, Page 6, 23-18-303(3)(c)**

*Role and mission funding must include an amount for each eligible Governing Board to offset the costs incurred in providing graduate programs at institutions that are authorized to provide graduate programs.*

*In establishing the components of this factor, the Commission shall include, at a minimum, an amount for each graduate student enrolled in an institution, which amount shall be based on the subject and level of the graduation program.*

*In determining that amount of funding, the Commission shall consider programs that have a high cost per student, including but not limited to programs in the fields of law, business, science, technology, engineering and mathematics.*

# Role and Mission:

*Graduate Programs - an amount based on number enrolled, based on subject and level. Shall consider programs that have a high-cost per student.*

## Definition

- **NCHEMS High Cost Index Model:**  
An index score created by weighted undergraduate FTE divided by the un-weighted undergraduate FTE.

This model was created through a multi-state analysis, conducted by NCHEMS, to identify a common chart of high cost programs by discipline.

## Data Source

- NCHEMS, SURDS, other state studies

COMMUNITY COLLEGES AND STATE COLLEGE

Discipline Clusters	Lower Division	Upper Division	Masters	Doctoral
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24. Liberal Arts & Sciences, General Studies and Humanities	1.0	2.0	4.0	5.0
25. Library Science	1.0	2.0	4.0	5.0
27. Mathematics & Statistics	1.0	2.0	4.0	5.0
28. Reserve Officer Training Corps	1.0	2.0	4.0	5.0
29. Military Technologies	1.0	2.0	4.0	5.0
30. Multi/Interdisciplinary Studies	1.0	2.0	4.0	5.0
38. Philosophy & Religious Studies	1.0	2.0	4.0	5.0
42. Psychology and Applied Psychology	1.0	2.0	4.0	5.0
45. Social Sciences	1.0	2.0	4.0	5.0
54. History	1.0	2.0	4.0	5.0
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Source: Nevada System of Higher Education

# **ROLE AND MISSION** **REMEDiation**

## **LEGISLATIVE DIRECTIVE: Section 1, Page 6, 23-18-303(3)(d)**

Role and mission funding must include an amount for each eligible Governing Board to offset:

- the costs incurred in providing effective basic skills courses for students enrolled at an institutions that is authorized to provide basic skills courses, and,
- the costs incurred in providing approved supplemental academic instruction pursuant to Section 23-1-113(1.5)(a)(II).

In establishing the components of this factor, the Commission shall determine how to measure successful remediation, which measure may include a student's successful completion of a first-level college course in the area of remediation, including English or Math.

The Commission may also include components relating the speed of a student's remediation and the cost of remediation to the student.



# Role and Mission:

*Remediation - cost of providing these courses, and must determine how to measure “Successful Remediation”*

## Definition

- **Proportion of first-time students identified as requiring remediation through an industry-accepted mechanism.**

## Data Source

- SURDS

30 is the lowest level of remediation and currently requires completion of a three course sequence before entering into a credit bearing gateway course.

60 is the next level of remediation and currently requires completion of two courses before entering into a credit bearing gateway course.

90 is the highest level of remediation and currently requires completion of one course before entering into a credit bearing gateway course.

# **PERFORMANCE FUNDING**

## **Completion**

### **LEGISLATIVE DIRECTIVE: Section 1, Page 7, 23-18-303(4)(a)**

Performance funding **must include**:

- An amount for each Governing Board for each certificate or degree awarded by the institutions, and,
- For the Governing Board of an institution with a Community College Role and Mission, an amount for each Community College student who transfers from a Community College to another institution after completion of a certain number of credit hours.

The Commission **shall establish** the amount awarded for each type of credential based on the subject and level of the credential and, for transfers from Community Colleges, and the amount awarded and, in consultation with institutions, the number of credit hours to be completed prior to the transfer.

The Commission **shall increase** the value of each credential earned by or transfer completed by a Pell- eligible undergraduate student and,

**May increase** the value of each credential earned or transfer completed by a first-generation or underserved undergraduate student, if the Commission implements increased funding for these student populations pursuant to paragraph (b) of subsection (3) of this section.

# Performance: *Completion*

## Definition

- **COMPLETION** - Certificates should be counted when issued for:
  - Programs spanning one year (24 credit hours) or more; or
  - If program is less than one year (24 credit hours):
    - Certificate meets the federal “gainful employment” definition, or
    - Certificate represents the highest award earned at stop-out.
- Students earning multiple 1-2 year or 24 to 60 credit hour certificates in an academic year will have each earned certificate count as a separate outcome.

An amount for each certificate or degree awarded;

An amount for each student who transfers from a community college to another institution after completion of a certain number of credit hours;

Establish the amount to be awarded for each, based on the subject and level of credential;

Establish the number of credit hours to be completed prior to transfer;

The value shall be increased for each credential earned or transfer of a Pell-eligible undergraduate student.

## Data Source

- SURDS

*The FAMET group would like to opportunity to further discuss adding non-traditional students as an additional population to include in this metric.*

# Performance: *Completion (continued)*

## Definition

- **TRANSFERS** - Minimum of 18 credit hours at time of transfer, this will include concurrent enrollment credit hours.

## Data Source

- SURDS

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Transfers:  
Minimum of  
18 Credit Hours

# PERFORMANCE FUNDING

## Retention

### LEGISLATIVE DIRECTIVE: Section 1, Page 8, 23-18-303(4)(b)

Performance funding must include an amount for each Governing Board based on the number of students enrolled in an institution who make academic progress by completing, 30, 60, or 90 credit hours.

In establishing the components of this metric, the Commission may include a component related to an increase in that institution's retention rate.

A Community College that receives a completion incentive for a transferring student is not eligible for a retention bonus for that student in the same year.



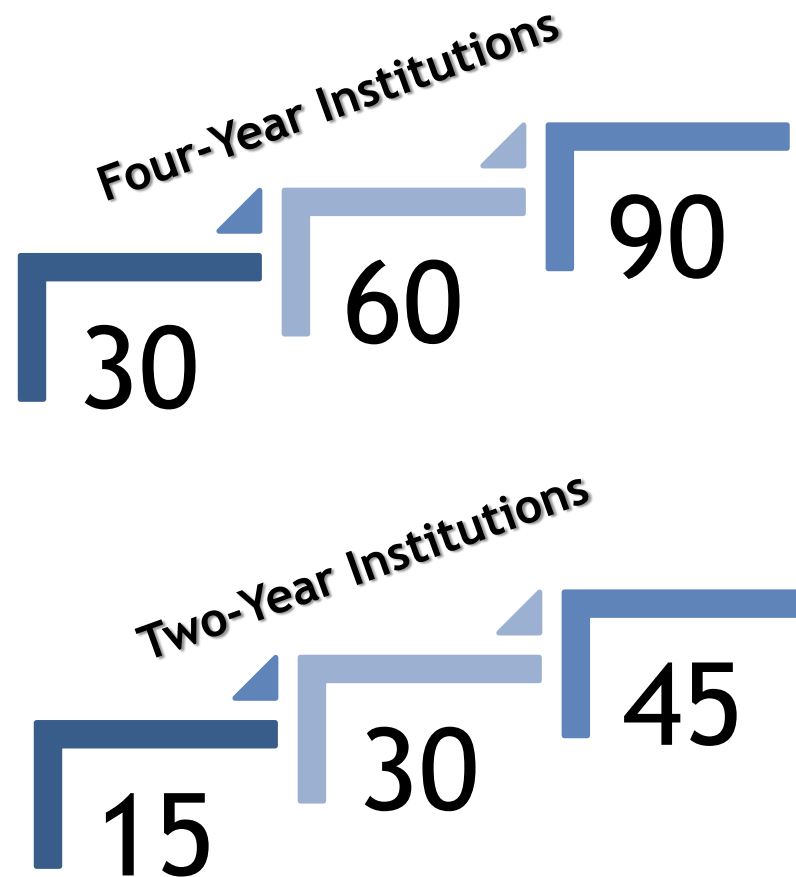
# Performance: *Retention*

## Definition

- **Credit for number of students as follows:**  
Four-year institutions - number of students who cross the threshold of completing:
  - 30 credit hours
  - 60 credit hours
  - 90 credit hours
- **ADDITIONAL:**  
Two-year institutions - number of students who cross the threshold of completing:
  - 15 credit hours
  - 30 credit hours
  - 45 credit hours
- Concurrent enrollment will be included and each student will be counted only once at each academic progress interval.

## Data Source

- SURDS



# Performance: *Successful Remediation*

## Definition

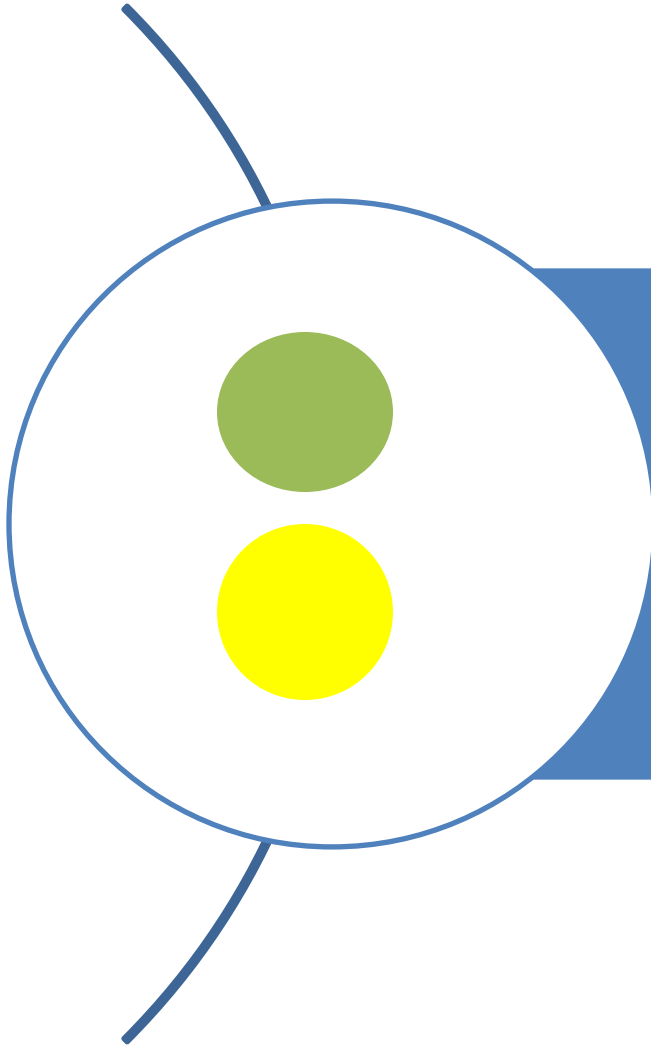
- Remedial students who **successfully complete the gateway course within 30 credit hours** of remediation completion.

## Data Source

- SURDS



# *Additional Metric*



## Credit for Increases in Completions

Include additional credit under completions for the **rate of increase of completions**.

The EAG encourages the FAMET to consider basing this metric on an average, such as a multi-year rolling average.



# *Questions*



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